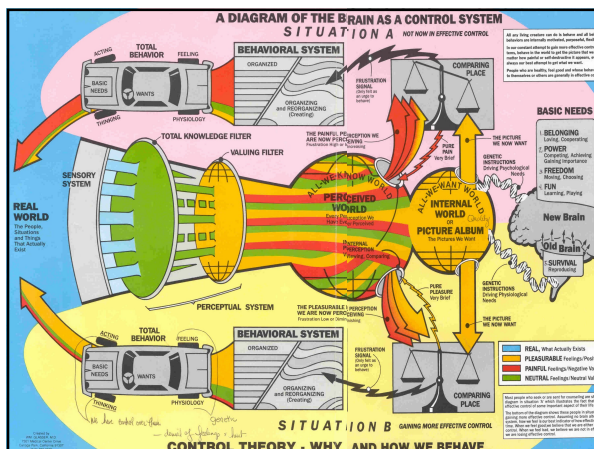





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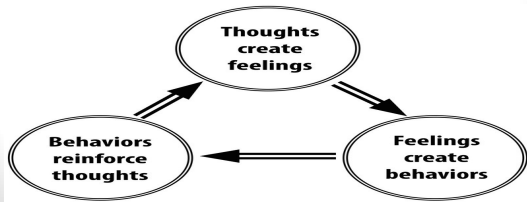
The
Importance
of
Theory

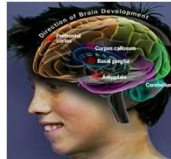
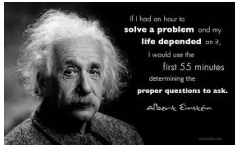




Cognitive Behavioral Therapy: CBT

Cognitive-behavioral therapy is a treatment approach in which a youth is encouraged to examine and change irrational thought patterns (irrational thinking) and beliefs in order to reduce dysfunctional behavior.





How do these thinking errors evolve

Relationships are the matrix of life



The most important and impacting relationships are with who?

“We are always in relationships.”

What are the different ways we are in relationship?

Brain Development—How you can help your child learn and grow.

Frontal Lobe—Concrete Thinking (3 to 12 years)

Have me sort and categorize objects.
Encourage problem-solving. Let me be frustrated sometimes as I figure something out.
Help me verbalize answers. “When you do X, this always happens.” “After we do Y, we always...”

Parietal Lobe—Language (Birth to 8 years)

Talk to me, sing to me, read to me.
Listen to me and respond.
Read the same stories or sing the same songs over and over so I learn to memorize.

Perical Lobe—Touch (Birth to 8 years)

Touch me—hug me, hold my hand, massage me.
Give me lots of objects to manipulate.
Let me explore the world hands-on—pulling, pushing, opening, picking up, dropping, turning, twisting, opening, and closing.

Thought, memory and behaviour

Prefrontal Cortex—Judgment (12–22 years)

Give me choices (when I’m calm... I can’t make choices when I’m stressed or upset).
Talk to me about plans.
Help me break down big tasks into little ones.

Language and touch

Occipital Lobe (Birth to 2 years)

Surround me with interesting things to look at.
Play games where I follow things with my eyes.
Make sure I have plenty of outdoor time to develop distance vision.

Hearing, learning and emotions

Temporal Lobe (Birth to 8 years and Limbic System (8 months to 2 years))

Respond to consistent ways.
Show me unconditional love.
Experience joy with me.
Talk to me about my emotions. Give me the vocabulary to understand how I feel.

Balance and coordination

Cerebellum (Birth to 3 years)

Let me move—crawl, run, jump.
Take me to playgrounds and swimming pools.
Dance with me. Let me wiggle, roll, and jump.
Let me take some “trick” walks to learn to move.

Brain Stem (Birth)

Help me feel emotionally and physically safe.
If I am frightened or stressed, my brain goes in to survival mode (brain stem function), and the rest of my brain can’t grow and develop. When I feel safe, I can learn.

Note: Timeline given is the “sensitive period” when that part of the brain is growing and developing the most. The brain grows and changes throughout our lifetimes.

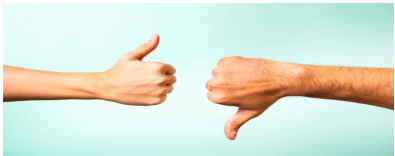
Illustration: Macmillan Cancer Support 2013

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- <https://www.acf.hhs.gov/media/press/2019/child-abuse-neglect-data-released> retrieved October 20, 2019

- <https://www.childrensdefense.org/wp-content/uploads/2018/09/Child-Poverty-in-America-2017-National-Fact-Sheet.pdf> retrieved October 2, 2019
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WORKING MODELS

Our experience-based theories
of what we can expect from
the world

A photograph showing two hands against a light blue background. The hand on the left is giving a thumbs-up gesture, while the hand on the right is giving a thumbs-down gesture. The hands are positioned as if they are about to meet or are in a standoff, symbolizing contrasting expectations or models.

WORKING MODELS

EXERCISE: Based on the statistic presented, what would be some of the Working Models would those children have about **SELF, OTHERS, WORLD?**



RULES OF LIVING

A set of rules about life and living in the World with Self and Others.



RULES OF LIVING

EXERCISE: Based on the statistic presented, what would be some of the Working Models would those children have about **SELF, OTHERS, WORLD?**



**How we are received and held as children builds a set of inner rules about what is acceptable and possible and what is not.*





How we treat the youth and people we work with, conveys messages to them about their beliefs--that they are true, or possibly not true.

***Core Components of Trauma-Informed Evidence-Based Treatment**

Trauma-informed approaches incorporate some or all of the following elements:

- **Building a strong therapeutic relationship**
- **HOW DO WE BUILD STRONG INTENTIONAL RELATIONS**
- Psychoeducation about normal responses to trauma
- Family support or conjoint therapy
- Emotional expression and regulation skills
- Anxiety management and relaxation skills
- Cognitive processing or reframing

Entitlement Theory

Dr. Suzanne Wolfe

ENTITLEMENT

refer to an individual's sense of deserving various objects (such as money, clothes, food, etc.) and emotional, physical, and intellectual experiences, including attention, affection, services by others, education, obedience of others, power and efficacy, and time.

Development of Healthy Entitlement

- Responsive Parents
- Parents who can under entitle themselves
- Parent who can convey the message that for the child's early life, the child is most important
- The child's entitlement needs are meet and internalized



Healthy Entitlement

1. a regard for and interest in self and others;
2. an ability to be aware of and consider one's own needs and feelings along with those of others (empathy);
3. flexibility in giving and receiving (versus rule-bound), an ability to choose to defer to another's need or preference at times, but also be able to stand for one's own need or preference at times;
4. a healthy self-appreciation and the expectation of decent treatment and non-exploitation from others and also non-exploitation of others;
5. appropriate objection to the lack of consideration from others for one's own priorities or to abusive treatment from others;
6. a reasonable sense of one's own value, abilities, competence, and accomplishments
7. a sense of personal efficacy and power that permits recognition and appreciation of others' value and abilities;
8. the ability to assess and recognize one's own and others' responsibility for mistakes or problems;
9. and the expectation of and hope for quality-of-life needs and experiences,

People who have a healthy sense of entitlement are people whose own entitlement needs have been met and internalized



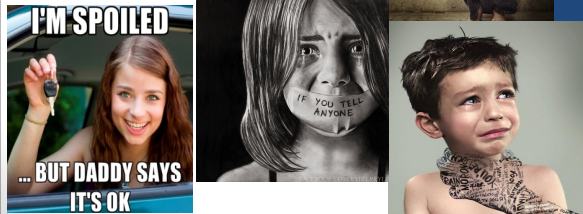
TRUE SELF

- A natural state of goodness that would thrive if given sufficient care
- Our core of loving, kindness, joy, creativity, hope, wonder, enthusiasm, strength, and connection.....



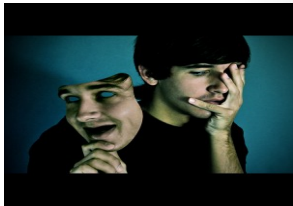
Conditional Love

1. UNDERHOLDING
2. OVERHOLDING
3. OTHER SOURCES



In Response to Conditional Love

- GOOD SELF
- BAD SELF
- FALSE SELF
- TRUE SELF



Coping with Underentitlement

- "Good" Self: Acceptable to Others
- "Bad" Self: Unacceptable to Others
- The "Good" Self + "Bad" Self
= False Self

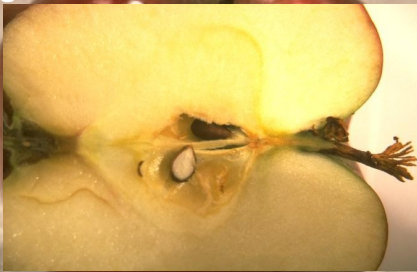
***Why would this be False Self?

- It is a compromise solution to try to assure a place in relationship with others
- Lives by the learned rules that will assure the approval of or safety with the conditional loving other
- GOOD SELF: maintained by rules of living that mandates who "I MUST BE"
- BAD SELF: maintained by rules of living that mandates who "I MUST NOT BE".

The Terrible Bargain

I (my True Self) need you and you will only love me if I pretend to be somebody else, so I will hide who I really am and act like I am that other person you would love.

Emergence of Underentitlement



UNDERENTITLEMENT

The child may come to believe that the self must not "count" in relationships, becoming underentitled;



Rules of Living for Under-entitled Youth

- I must keep my self buried or hidden in my relationships.
- I must not think about or take care of myself. My place in life is to take care of others.
- When I do something just for me, I am being selfish.
- When I assert my preferences, I am being mean.
- People will not love me unless I do something for them.
- My hurts and needs are not important to others.
- To be good is to sacrifice. It is bad to ask for something, or to have fun, or to excel at something.
- I must make sure that others are not angry or upset. This may include making sure they feel they are better than me at things. Part of my job in relationships is to minimize my strengths. Part of my job is to let others take out their hurts on me, and to not complain.
- I cannot expect to be considered by others.

Underentitlement

1. seeking or receiving valued objects and experiences is selfish and "bad," and therefore brings feelings of guilt;
2. others' feelings and needs must be tended, but not one's own;
3. unkind or hurtful treatment from others is to be expected, understood, and borne;
4. a pattern of passive-aggression in relationships, in which problems and feelings are not addressed directly, suggesting that the person does not feel he or she has a right to speak of his or her needs;
5. an unwillingness to ask for help, or to voice complaint to others for poor or inconsiderate treatment;
6. one's own abilities, strengths, and gifts are minimized or unrecognized;

Coping with Underentitlement

- "Good" Self: Acceptable to Others
Examples....
- "Bad" Self: Unacceptable to Others
Examples....

Remember.....

"Good" Self + "Bad" Self+ False Self

OVERENTITLEMENT

*We believe is a defense layer over
underentitlement*

*The child may come to believe that others
must not be taken into account in
relationships, becoming overentitled.*



Overentitlement

1. a pervasive pattern of grandiosity, need for admiration, and lack of empathy;
2. the assumption "that others attribute the same value to their efforts";
3. "inflated judgments of their own accomplishments" and an implicit "underestimation (devaluation) of the contributions of others";
4. the belief that they are "superior, special, or unique" and the expectation that others recognize this;
5. the "sense of entitlement and lack of sensitivity to the wants and needs of others may result in conscious or unwitting exploitation of others"; and "a lack of reciprocal interest" in others with whom they relate.
6. a sense of entitlement is evident in these individuals' unreasonable expectation of especially favorable treatment";
7. "they expect to be catered to and are puzzled or furious when this does not happen," assuming that "their priorities are so important that others should defer to them"; "they expect to be given whatever they want or feel they need, no matter what it might mean to others";

RULES LIVING FOR OVERENTITLED YOUTH

- 1. The world is a hostile place and so I have to get what I can, however I can get it.
- 2. No one cares about me, so I don't have to care about others.
- 3. Nobody takes care of me, so I don't have to take care of anyone.
- 4. I can't have what I really need (love and authentic regard for me), so I will take whatever else I can get.
- 5. People don't respect me (on the inside), so I will make them act like they "respect" me; I can make them do whatever I want.
- 6. People will abandon me, so I must abandon them first by never letting them in.
- 7. I must not have any feelings, or, if I do, I must not show them.

Development of Pervasive Overentitlement

- Episodic
- Targeted
- 4 Additional
 - 1.Narcissistic Overentitlement
 - 2.Avoidant Overentitlement
 - 3.Sociopathic Overentitlement
 - 4.Socialized Overentitlement

Coping with Overentitlement

- "Good" Self: Acceptable to Me
Examples....

- "Bad" Self: Unacceptable to Me
Examples....

Remember.....

"Good" Self + "Bad" Self+ False Self

OWNED AND DISOWNED SELF



Entitlement Shifts

- Entitlement is not a fixed state
- Underentitled people may shift to an overentitled relationship with vulnerable others
- Entitlement shifts represent a projection of disowned self

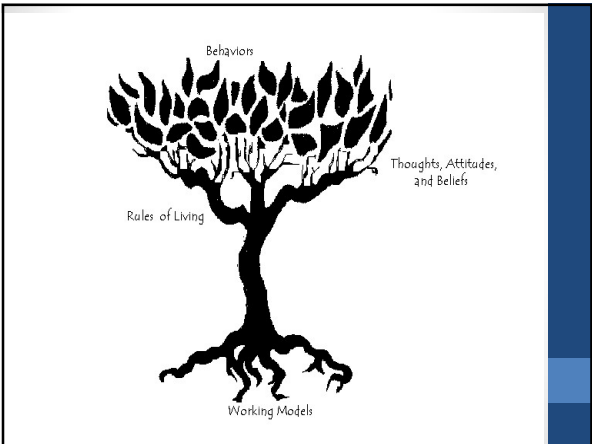
Under all Entitlement
Disorders

—Over OR Under—
Is the Lesson that

"I DO NOT COUNT"

[illegible][illegible][illegible][illegible][illegible][illegible]

Entitlement theory proposes that the aim of treatment is to correct the entitlement imbalance and its related dysfunctional working models and rules of living.



"We don't think ourselves into a new way of living; we live ourselves into a new way of thinking"

- Richard Rohr, OFM

TREATMENT

The Main Premise: Relationships

- A Replicating Experience is one that confirms old working models and their related rules of living.
- A Corrective Experience is one that disconfirms the old, limiting beliefs.



Of Treatment

•ASSESS

- What do we Assess?
- How do we Assess?

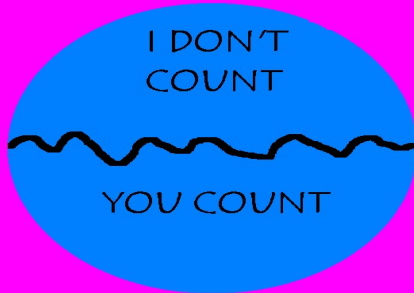
•BREAK RULES

- How do we Break the Rules of Living?

•CALL OUT TRUE SELF

- What do we do to call out True Self?

ORDER OF TREATMENT



Rules of Living for Underentitlement

RULES!

1. You SHALL!
2. You WILL!
3. You MUST!

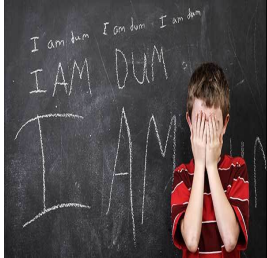
TREATING UNDERENTITLEMENT

QUESTION: What are some of the Rules of Living associated with Underentitlement?



Typical life-experience deficits in Under-entitled people

- Ability to take care of self.
- Ability to refuse to take care of others.
- Hope and vision for future possibilities.
- Knowledge of internal and external resources for coping and decision-making.
- Healthy, mutual relationships.



Typical life-experience deficits in Under-entitled people

- A sense of personal efficacy or power.
- Developed selfhood.
- Access to true self.
- Ability to self-soothe.
- Personal boundaries.



TREATING UNDERENTITLEMENT

*A person who feels unworthy of care (is underentitled) must have the experience of being deeply cared for. He or she must be, for a time, overentitled. This may come from a good therapy relationship, or from a mentor, or a dear friend.

- 1. we delight and are responsive the persons needs
- 2. being emotionally available
- 3. listen to them.
- 4. take them seriously when they speak.
- 5. You honor and acknowledge their feelings.
- 6. You look for their True Self and call it out

TREATING UNDERENTITLEMENT

7. You encourage them and offer emotional support.
8. You remind them of their worth and rights.
9. You challenge them to stand up for themselves, and to treat themselves with respect.
10. You celebrate their talents and gifts.
11. You align yourself with their feelings of hurt and/or anger if the treatment they receive from others is (or was) unjust.
12. You help them bear their fear and guilt for doing good things for themselves.

**Underentitled Corrections*

1. by responding to their child's needs, which teaches the child that he/she has both the right and the ability to get his/her needs met;
2. by providing a sense of security and self confidence, which frees the child's energy from anxiety and fear so he/she can explore and create;
3. by giving your child a voice and taking his/her thoughts and feelings seriously, which conveys the child has a right to his feelings and thoughts, and that these matter;
4. by believing in his/her potentials and lending support to help him/her realize these potentials, which instills self-confidence;
5. by allowing and encouraging decision-making, which allows him/her to experience being powerful;

Treatment of underentitlement involves conveying that the youth does matter until this internalized into a sense of self-worth and entitlement.

Rules of Living for Overentitlement

KNOW THE RULES!



Treatment has 2 Stages

1. First, boundary their overentitled behavior



Overentitled Corrections

1. being called to be in relationship; to regard the "us" instead of just the "me";
 2. sharing responsibility with others for expenses, chores of living and the like;
 3. facing one's own responsibility for problems, instead of projecting them onto others and avoiding them;
 4. experiencing giving to the other, and having that received by the other;
 5. being accountable for injuries to the other and repairing them;
 6. taking responsibility for creating happiness for oneself, instead of expecting others to provide it;
- the development of empathy (learning to consider others' feelings);
7. being considered capable of doing these things and being expected to do them.
 8. being considered capable of doing these things and being expected to do them.

Treatment has 2 Stages

1. First, boundary their overentitled behavior with the aim of drawing out the underentitlement that underlies it;
2. Only after that underentitlement has emerged, treat that, in the same ways described above for treating underentitled people.

REMEMBER!

If the underentitled layer is left without treatment, the chances are great that this person will again return to overentitled defense.



It is said that.....

If we do not take care of our own injuries appropriately, we will be unable to truly help the youth and families we work with, take care of theirs, and indeed, we may inadvertently injure them.
What does that mean?????????

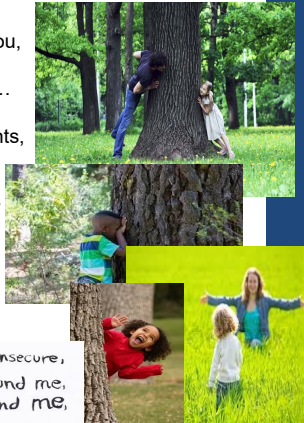


- Just as it is true that the client will become able to deeply care for others as he or she becomes able to deeply care for self...
- So is it true that the you will be able to deeply care for clients only when you are able to deeply care for self.

"I was a child
Playing hide and seek with you,
And you caught me hiding
In the silliest saddest places...
Behind old grudges
Under a ton of disappointments,
Tangled in guilt
Smothered in shame
Choking on sobs that nobody
heard.
You found me
And whispered my name
And said 'Your it!'
And I believe you meant it"

-J.D. Teague-

lost and insecure,
you found me,
you found me,





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